DOCUMENT RESUME

ED 264 534 CS 008 236

AUTHOR Decker, Barbara C.
TITLE An Investigation of the Reading Specialist in Louisiana.
PUB DATE Oct 85
NOTE 22p.; Paper presented at the Annual Meeting of the Louisiana Reading Association (10th, Baton Rouge, LA, October 9-11, 1985).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Education; *Employment Opportunities; Job Skills; *Reading Consultants; Reading Improvement; Reading Instruction; *State Standards; Surveys; *Teacher Certification
IDENTIFIERS *Louisiana

ABSTRACT

To learn more about reading specialists (such as job requirements, certification, and opportunities) in Louisiana, a brief, one-page questionnaire was mailed to all principals of elementary schools in the state with a student population of over 400, to personnel directors of every parish in the state, and to directors of certification in all 50 state departments of education. Results of the survey showed that over one-third of the elementary schools had no teachers with reading certification, while 29% had only one reading specialist; most principals think there are many more jobs requiring specialist certification than personnel directors say actually exist; and only five parish personnel directors reported positions that were required to have reading specialist certification. Although almost half of the state certification directors indicated knowledge of positions requiring certification as a reading specialist in their state, there appears to be very little consistency in the requirements for reading specialist certification in the United States. Since Louisiana has the highest rate of illiteracy in the United States, the following steps should be taken by individual parishes: (1) Require all curriculum coordinators and instructional specialists to have completed or be working on the reading specialist requirement; (2) Assign one supervisor, trained as a reading specialist to coordinate reading programs; and (3) Require a reading specialist certification for anyone whose job is defined as teaching reading 50% or more of each day. (DF)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FD264534

# AN INVESTIGATION OF THE READING SPECIALIST IN LOUISIANA

By
Barbara C. Decker, Ed. D.

Associate Professor in Education
Louisiana State University in Shreveport
College of Education, 8515 Youree Drive
Shreveport, Louisiana 71115

CS008236

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Barbara C. Decker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

## An Investigation of the Reading Specialist in Louisiana

INTRODUCTION

The certification for Reading Specialist in Louisiana requires an advanced degree, twelve graduate hours in reading education which must include courses in the foundations of reading, diagnostic and corrective reading, practicum experience, and instruction in the content area. The applicant must also hold a valid Type B Lousiana teaching certificate.

The International Reading Association, through its Professional Standards and Ethics Committee, has identified the competencies that this individual should possess and the responsibilities a Reading Specialist should be qualified to accept. A Reading Specialist is qualified to:

- identify students needing diagnosis and/or remediation.
- plan a program of remediation from the data gathered through diagnosis.
- implement such a program of remediation.
- evaluate student progress in remediation.
- interpret student needs and progress in remediation to the classroom teacher and parents.
- plan and implement a developmental or advanced program as necessary.

Furthermore, in some states, there are three more advanced positions designated as Reading Clinician, Reading Consultant, and Reading Supervisor. The IRA Professional Standards and Ethics Committee has outlined these positions each requiring progressively more training and responsibility. For more information regarding the requirements for these advanced designations see Roger De Santi's article in the Fall 1981 issue of the *Louisiana Reading Teacher*.

In Northwest Louisiana there are no educational jobs which require the applicant to be a Reading Specialist including the central office jobs of supervisor of Reading or Elementary Supervisor in charge of reading for the parish. I was curious to know if this was true in other parts of the state. I also wanted the find out if other states make better use of their reading specialists than Louisiana.

Another reason for my interest in the current status of the Reading Specialist in this state is that my main job is to teach three of the courses which lead to the reading specialist certification. I have become increasingly aware of the mounting frustration of people who have acquired these hard earned, valuable skills and an additional certification that they are unable to use outside of their own classroom. These skills are valuable in the classroom, but reading specialists are qualified to do so much more than that.

While they express feelings of increased self confidence and competency and a renewed sense of joy in teaching, reading specialists often feel that their skills are neither understood nor appreciated by their principals or supervisors. They experience frustration because they have little opportunity to practice their skills in a broader sense outside of the classroom. They also become aware that there is little elevation in status and no pay increase as a result of acquiring this certification. They may even find that the people who tell them how they should be teaching reading, choose their materials and supervise them don't know as much about teaching reading as they do!

Herzberg (1950 ) made an intensive study of what motivates people in their work in the industrial world, and he found that it is not money. The positive feelings that people had about themselves and their work come from achievement, recognition, responsibility, and the work itself. In applying Herzbery's criteria to the teaching field, Sergiovanni (1975) found that achievement, recognition, and responsibility were positively correlated with

teacher satisfaction. There is considerable evidence to support the fact that teachers need to feel that they are making a worthwhile contribution and that it is valued and recognized. When they have learned new skills that they know can increase the reading skills of the children in their schools and, indeed, their school district, they understandably become disenchanted to learn that these skills are neither understood nor appreciated by their superiors. That is, they are not valued enough to be required in job descriptions of the people who supervise, set policy, and make decisions about how reading is taught. Reading specialists are not getting recognition for what they know and have little opportunity to enjoy increased responsibility.

In contrast, courses leading to a certification in supervision or administration open many doors to those who pursue these certifications because they are required in many higher paying jobs. Even a single course in preservice supervision in a masters program enables a teacher to supervise a student teacher resulting in some elevation of status and additional pay.

A teacher can take graduate courses which lead to new career opportunities such as Assessment Teacher, School Psychologist, Principal, Curriculum Specialist, or Supervisor, but the Reading Specialist Ceritification does not appear to enhance career opportunities at all.

## PURPOSE OF THE STUDY

The purpose in doing this study was first, to discover the reality of job requirements in Louisiana, i.e., are there any educational jobs in this state requiring the applicant to be a Reading Specialist, and if so, where are they? Second, how many certified Reading Specialist are there in Louisiana and what are their current job descriptions? Third, how knowledgeable are Louisiana principals in the field of reading, about the competencies of a reading specialist and about job opportunities for Reading Specialists? Finally, how does Louisiana

compare to other states in the requirements for the certification, in the number of jobs requiring this certification, and in the number of certified Reading Specialists.

PROCEDURE

A survey was conducted which included all the principals of elementary schools with a student population of 400+, every parish personnel director in Louisiana, and the Director of Certification in all fifty State Departments of Education. Each questionaire was brief and contained to one page. A self addresed, stamped envelope was included with each questionaire sent to the principals and parish Personnel Directors. A self-addressed envelope was included the the letters to the State Directors of Certification.

The principals were asked how many of their teachers were reading specialists, what these teacher's job descriptions were, and if they were aware of any jobs in their school district that required the reading specaillist certification. They were also asked to respond yes or no if they had previously been aware of the list of reading specialist's competencies included in the letter. They were to indicate if they or their assistant principal were Reading Specialists or had they ever had a graduate course in reading. Finally, they were asked to give their opinion as to the benefit to a teacher, careerwise, to pursue the reading specialist certification.

The Personnel Directors were asked if they had any jobs in their school system that required the applicant to be a certified reading specialist and ,if the answer was yes, to please indentify the position and send a job description. They were asked how many certified reading specialist there were in that particular parish and what benefit, in their opinion, was it to a teacher to certify as a reading specialist.

The Directors of Certification in the fifty states were asked what courses are required for certification as a reading specialist in their state, what jobs

they were aware of that specifically required this certification, and how many teachers were certified as Reading Specialists in their state.

Due to the poor response from the states, a second request letter (No.=31) was sent asking for only the certification requirements for the reading specialists certification. The results of all the questionaires were then tabulated according to the response to each queston and percentages were calculated within each category where appropriate.

RESULTS

The Principals response rate was the lowest in the three categories, however, researchers will tell you that one third return is about as good as can be expected on questionaires. There were 641 letters sent to Principals with 231 questionaires returned (36%), and there were 66 letters sent to the Personnel Directors in each parish in Louisiana with 45 returned (68%). After the second request to the State Certification Officers, there were responses from 42 of the 50 states (84%), however, only 60% of those attempted to fill out the questionaire, the rest just sent their certification laws.

Number of Reading Specialists Teaching in Schools

Over one third (36%) of the responding Principals said there were no teachers in their schools with the Reading Specialist certification and a little less than one third (29%) had only one. Of the remaining third (35%), 39 of the responding Principals had two Reading Specialists in their schools; 19 had three; 18 had four; 1 had five; 4 had six; 2 had seven; and 1 had eight teachers who were certified as Reading Specialists. It was interesting to note that in those schools with the most Reading Specialists, the Principals were also Reading Specialists.

Fifty percent of these teachers were described as regular classroom teachers. The remaining 50%, for the most part, have some responsibility for the teaching of reading (see Figure 1). Thirty-four of these Principals had reading labs in their schools and anywhere from one to eight teachers who are Reading Specialists. It is difficult to understand why these Principals still had an elementary certified teacher working in the reading lab instead of one of the Reading Specialists. In one case, the Principal is a Reading Specialist, there are seven other Reading Specialists in the school, and the reading teacher has only a high school diploma!

Figure 1 - Job Descriptions of Reading Specialists Currently Employed

| | |
|---|---|
| Regular Classroom Teachers | 50% |
| Reading teachers | 13 |
| Chapter I teachers | 7 |
| Curriculum Coordinators | 5 |
| Language Arts teachers | 5 |
| Principal or Assistant Principal | 5 |
| Reading Lab teachers | 5 |
| Special Education teachers | 2 |
| Remedial reading teachers | 2 |
| Teaching gifted/talented | 2 |
| Librarian | 2 |
| Basic Skills teachers | 1 |
| English teachers | 1 |

Principals' Perceptions of Job Opportunities for Reading Specialists

Figure 2 illustrates the results of the Principals' knowledge of jobs which require the reading specialization compared to the responses from the Personnel Directors. The results indicate that most Principals think that there are many more jobs requiring this certification than the Personnel Directors say actually exist. (insert Figure 2)

If given the opportunity to hire a Reading Specialist and place them in any job that they wished, the Principals first choice would be as reading teachers (18%), with coordinating the school reading program running a close second (17%). It is difficult to know if they really differentiated between a reading teacher and a remedial reading teacher (13%) since this was their third choice. Figure 3 illustrates the rank order of their desires.

(insert Figure 3)

Figure 2 - Principals & Personnel Directors Responses to Question #3

Question #3: Are you aware of any jobs in your school district that require this certification (Reading Specialist)? If yes, what jobs are they?

| Area | Principal Yes | Principal No | Job | Personnel Office | Job |
|---|---|---|---|---|---|
| Alexandria | 3 | 17 | Rdg. Supervisor | None | |
| Baton Rouge | 7 | 16 | Rdg. Supervisor<br>Rdg. Teacher<br>Pilot Rdg. Program<br>Chapter I Teachers | No response | |
| Caddo-Bossier | 3 | 27 | Basic Skills Teacher<br>Remedial Teacher<br>Supervisor<br>Curriculum Coordinator<br>Parish Rdg. Coordinator | None | |
| Lafayette | 13 | 24 | Reading Lab<br>Chapter I Supervisor<br>Rdg. Coordinator<br>Rdg. Supervisor<br>Administrator in Central Office<br>Master teacher | Yes | Chapter I Reading Lab teacher |
| Lake Charles | | 9 | | None | |
| New Orleans | 20 | 37 | Rdg. Lab<br>Rdg. Supervisor<br>Curriculum Specialist<br>Language arts liason<br>Curriculum Coordinator<br>Chapter I teacher<br>Basic Skills teacher<br>Director<br>Reading teacher | Yes | Reading Lab teacher |
| Monroe | 1 | 19 | Chapter I teacher | None | |
| S. E. Louisiana | 8 | 15 | Curriculum Specialist<br>Reading Lab<br>Chapter I<br>Reading Supervisor | yes | Assumption: Instr. Sp.<br>La Fource: Ch I teacher |

Figure 3 – Principals' Response to Preferred Assignment of Reading Specialists
(Question #4 – "If you could hire a Reading Specialist, what assignment would you give him/her?")

| Assignment | Alex | Baton Rouge | Caddo Bossier | Lafayette | Lake Charles | New Orleans | Monroe | S. E. LA | *Uniden. | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Teach reading | 3 | 5 | 4 | 3 | 1 | 13 | 6 | 9 | 1 | 45 |
| Coordinate Rdg Program | 6 | 1 | 3 | 9 | 2 | 6 | 8 | 6 | 0 | 41 |
| Teach remedial reading | 1 | 3 | 6 | 4 | 3 | 8 | 0 | 4 | 2 | 31 |
| Teach in reading lab | 4 | 1 | 1 | 7 | 2 | 10 | 1 | 1 | 1 | 26 |
| Classroom teacher | 1 | 2 | 3 | 2 | 1 | 5 | 3 | 0 | 0 | 18 |
| Coordinate Parish Rdg. | 2 | 2 | 4 | 2 | 2 | 1 | 1 | 1 | 1 | 17 |
| Diagnose/remediate | 0 | 1 | 1 | 2 | 1 | 5 | 0 | 1 | 0 | 11 |
| Assist teachers | 1 | 1 | 0 | 3 | 2 | 3 | 1 | 0 | 0 | 11 |
| Language arts teacher | 0 | 1 | 1 | 2 | 0 | 2 | 3 | 1 | 0 | 10 |
| Reading Specialist | 1 | 0 | 1 | 0 | 4 | 0 | 0 | 2 | 0 | 8 |
| Curriculum Coordinator | 1 | 1 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 6 |
| Resource teacher | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 5 |
| Chapter I teacher | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |

*Response unidentified as to its source.

Reading Labs

There are 95 (41%) reading labs among the schools whose Principals responded to the inquiry. Most of those labs (60%) are run by elementary certified teacher, however, a little over a third of them (36%) have at least one Reading Specialists working in them. It was good news to learn that only five labs have uncertified personnel. Figure 4 presents a more detailed picture of the geographic locations of the reading labs in Louisiana schools.

(insert Figure 4)

Principals Knowlege About Reading

Over half (59%) of the Principals that responded have had at least one graduate reading course and 42% of those have had such a course within the past four years. Nineteen percent of the Principals and/or their assistant Principals are certified Reading Specialists. Given a list of the competencies of a Reading Specialist, 83% indicated yes that they were aware of these skills. This data indicate that Principals are becoming increasingly more informed in the field of reading.

Principals' Opinions About Value of Reading Specialists Certification

The opinions of the Principals about the career benefits of certifying as a Reading Specialist for teachers were coded into eight categories as follows: useful for promotion, enhances career opportunities, helps one be a better teacher, some jobs require it, it would help the principal and staff, felt strongly about the need for Reading Specialists, flat statement unrelated to the question, no advantage, and no opinion. The results reflected in Figure 5 show that 33% simply feel it makes a teacher a better teacher; 17% feel that it enhances the teacher's job opportunities; and 13% see no advantage at all.

(insert Figure 5)

Figure 4
READING LABS IN LOUISIANA ELEMENTARY SCHOOLS

| Area | No. of Labs | Cert. Teacher | Rdg. Spec. | 2 yrs college or less | H. S. only |
|---|---|---|---|---|---|
| Alexandria | 12 | 10 | 1 | 1 | |
| Baton Rouge | 10 | 7 | 3 | | |
| Caddo/Bossier | 5 | 2 | 2 | | |
| Lafayette | 22 | 11 | 8 | 1 | 3 |
| Lake Charles | 2 | 1 | 1 | | |
| New Orleans | 27 | 9 | 17 | | |
| Monroe | 5 | 5 | | | |
| South East Louisiana | 7 | 6 | 1 | | |
| Unidentified | 4 | 4 | | | |

Figure 5 - Principals' Opinions Concerning Benefit of Certification

| | |
|---|---|
| Helps one be a better teacher | 33% |
| No opinion | 22 |
| No advantage | 13 |
| Useful for promotion | 9 |
| Flat statement unrelated | 9 |
| Strong feeling for need of Rdg. Sp. | 9 |
| Enhances career opportunities | 8 |
| Would help principal & staff | 3 |
| Some jobs require it | 1 |

Total is more that 100% because some opinions included more than one of the above categories.

Personnel Offices

Only five parishes responded "yes" to the question of whether any of their positions require a certified Reading Specialist. Those responding affirmatively were Assumption Parish - Instructional Coordinator; Caldwell Parish - SPUR/LEARN Technical Assistant; Jefferson Parish - Reading Lab Teacher; Lafayette Parish - Chapter I Reading Lab Teacher; and Lafourche Parish - Chapter I Teachers. Of course, the SPUR/LEARN Technical Assistants are state employees*, so to be fair, only four of the parishes which responded to the questionaire actually do have jobs requiring this certification. They identified 543 Reading Specialist in their various parishes and Figure 6 shows the number in each parish.

(insert Figure 6)

The Personnel Directors felt more strongly than the Principals that the Reading Specialist certification was useful for promotion and enhanced career opportunities. Their opinions were more inclusive and detailed so there were several categories of responses coded to some of their answers.

*In a telephone conversation with Mary Wade, the SPUR/LEARN Director, I learned that the reading specialist certification is required for the Technical Assistance and 42 of the 47 T.A.'s are Reading Specialist.

Figure 6
NUMBER OF CERTIFIED READING SPECIALISTS
IN LOUISIANA SCHOOLS (POP. 400+)

| PARISH | NO. OF R. S. | PARISH | NO. OF R. S. |
|---|---|---|---|
| CADDO | 83 | JACKSON | 8 |
| LAFAYETTE | 54 | LINCOLN | 8 |
| CALCASIEU | 37 | RICHLAND | 7 |
| ST. MARTIN | 32 | ASSUMPTION | 6 |
| ST. CHARLES | 21 | WEST CARROLL | 6 |
| MOREHOUSE | 20 | ST. MARY | 5 |
| BOSSIER | 18 | MADISON | 5 |
| ST. TAMMANY | 15 | CATAHOULA | 5 |
| IBERVILLE | 12 | ACADIA | 5 |
| NATCHITOCHES | 12 | BEAUREGARD | 5 |
| ST. BERNARD | 12 | CALDWELL | 5 |
| ST. JAMES | 12 | JEFFERSON DAVIS | 4 |
| WINN | 12 | ALLEN | 3 |
| CONCORDIA | 11 | E. FELICIANA | 3 |
| CITY OF BOGALUSA | 11 | CAMERON | 1 |
| CLAIBORNE | 8 | ST. HELENA | 1 |

TOTAL NUMBER OF READING SPECIALIST = 543 in 68% of the schools.

Parishes responding with d/k, a blank, or 0: Jefferson (d/k), Livingston, Pointe Coupee, Rapides, Red River, Sabine, Union, and Vernon.

Parishes not responding: Orleans, Quachita, St. Jonns, St. Landry, Tangipahoa, Tensas, Terrebonne, Washington, Webster, West Baton Rouge, City of Monroe

The majority of the Personnel Directors (76%) indicated that it enhances the teacher's teaching skill when they had the Reading Specialists certification. Figure 7 compares the Principals and the Personnel Director's opinions.

Figure 7 -Comparison of Principals' and Personnel Directors' Opinions Concerning Benefit of Certification

| Opinion Category | Principals | Personnel Directors |
|---|---|---|
| Helps one be a better teacher | 33% | 76% |
| No opinion | 22 | 36 |
| No advantage | 13 | 7 |
| Flat statement unrelated | 9 | 3 |
| Strong feeling for need of Rdg. Sp. | 9 | 3 |
| Enhances career opportunities | 8 | 28 |
| Would help principal & staff | 3 | 0 |
| Some jobs require it | 1 | 0 |

Total is more that 100% because some opinions included more than one of the above categories.

State Certification Results

Almost half (No.=22) indicated knowledge of positions requiring certification as a reading specialist in their state, although I believe that it is safe to assume that there are probably more jobs actually available because not all of the states responded and some did not fill out the questionaire.

There is little consistency in the requirements for reading specialist certification in the United States. Four states have no reading specialist certification, although one (Hawaii) is presently working on their requirements. Thirty-three states list a master's degree with at least 12 hours of reading course work as a basic requirement with seven of those states specifically requiring a masters degree in reading.

Thirteen states indicated that they there were certifications beyond the reading specialist available. I refer the reader to the IRA publication Certification Requirements in Reading (1981). A current update on this topic, too long to include here, will be sent to the reader upon request.

DISCUSSION

The responding elementary school principals have 224 Reading Specialists teaching in their schools with half of those teachers working as regular classroom teachers. The other half are working as curriculum coordinators, language arts teachers, English teachers, etc. Given their choice, these Principals would like to have Reading Specialists teaching reading, coordinating the school reading program, assisting other teachers by diagnosing reading problems, and making recommendations for placement.

While 41% of the Principals have reading labs in their schools, only 36% of them are utilizing their Reading Specialists in the labs. Of the total number of schools having both a reading lab and Reading Specialists working in their schools, over half of the Principals still had regularly certified teachers or, in five cases, uncertified people working in the labs. One wonders at the reasoning behind such a decision. Perhaps the lab teacher has been at the school longer than the Reading Specialists have and has not been replaced because there are no particular requirements for the job.

I am reminded of a former student of mine who was a kindergarten teacher when she was working on her reading specialist certification. After finishing the requirements, she asked to be the Basic Skills Therapist at her school, but her principal would not hear of it. He firmly believed that he needed her worse in kindergarten than he did with the children who truly would have benefited the most from her skills as a Reading Specialist. This was before reading was being taught in the kindergartens. After two years,

she left that school and later became a curriculum coordinator. While she took the personal responsibility to move into a position where she could more effectively use her skills, not all Reading Specialists may have such an opportunity.

The Professional Improvement Plan (PIPs) is undoubtedly responsible for the fact that more than half of the Principals have had at least one graduate course in reading in the past four years. I believe that the Louisiana State Department of Education's program SPUR is also responsible for this since they were able to fund several universities during this same time frame enabling those institutions to develop graduate courses in administration and supervision of reading programs. In my opinion, this has had a positive impact on reading instruction in this state.

While there are almost no jobs in Louisiana that require the applicant to be a Reading Specialist, both Principals and the parish Personnel Directors seem to feel that it is advantageous in furthering a teacher's career. They all agree that possessing these skills makes a teacher a better teacher. So it appears that there is some status attached to having this certification but little leverage in extending their opportunities. Politics can easily be a factor in promotion decisions and teacher placement, enabling a less qualified person to be promoted or employed.

There seems to be little consistency in the way states certify their teachers as Reading Specialists. However, in about half of the states there are jobs available that do require the applicant to be a certified reading specialist. South Carolina is a leader in the field with four different kinds of reading certifications each including experience, graduate courses in reading and a score of 500* on the NTE Reading Speciality Test.

In an era when there is so much being said and written about the reading ability of our children, it is disappointing to find that Reading Specialists

are not being better utilized in the schools of Louisiana and our nation.

RECOMMENDATIONS

Louisiana can not afford to continue to be at the bottom of the heap in literacy. Louisiana has the highest rate of illiteracy in the United States,(2) and definite steps can and should be taken to stamp out illiteracy. The SPUR program has accomplished a great deal, but it is really only a drop in the bucket. There is little coordination between the concerned educators in higher education, the State Department of Education, State Board of Elementary and Secondary Education, and the local school districts. A small step was taken to coordinate the efforts of the state department and higher education through SPUR but that dropped because of lack of understanding of its importance by the legistlature.

There should be coordination and cooperation especially between the State Department of Education and the reading educators in the colleges and universities in Louisiana. I recommend that the coordination efforts begin with these two groups with regularly scheduled meetings such as were held in the past but with input from both groups in development of the agenda.

Some steps that should be taken by the individual parishes are as follows:

1. Require all Curriculum Coordinators and Instructional Specialists to have completed the Reading Specialist requirements or be working toward completion of this certification.
2. Assign one supervisor to be responsibile for coordinating the parish reading program and require that person to be a Reading Specialist with the addition of a course in administration and/or supervision of school reading programs.
3. Require the Reading Specialist certification of anyone whose job is defined as teaching reading 50% or more of each day. This would insure that Chapter I teachers, remedial reading teachers, reading

lab personnel, and secondary reading teachers be qualified for their jobs.

I believe that raising the standards of those in positions of administration, supervision, and teaching reading would be a positive step in raising the literacy rate in our state. It would also provide support to the people in positions of hiring teachers to insure that qualified people are teaching in our special reading programs. And finally, it would reward the teacher who has increased her skill in teaching reading by providing status, promotion possibilities, and, in some instances, an increase in salary.

BIBLIOGRAPHY

1. (No author or editor listed), Certification Requirements in Reading: Canada, United States, U. S. Territories, International Reading Association, 3rd Edition, May 1981.

2. Calhoun, James, Editor, Louisiana Almanac 1984-85, Pelican Publishing Company, 1984.

3. De Santi, Roger J., "On Requiring the Requirements: Implementing Reading Specialist Training and Certification", Louisiana Reading Teacher, The Louisiana Reading Association, Vol. 4, No. 2, Fall 1981, p. 3-6.

4. Hertzberg, Frederick; Mausner, Bernard; and Synderman, Barbara, The Motivation to Work, New York, Wiley, 1959.

5. Sergiovanni, Thomas J. "Investigation of Factors Which Affect Jpb Satisfaction and Job Dissatisfaction of Teachers," Dissertation Abstracts, 1966, Vol. 27, (5-A) p. 1235-36.